

Careers Education, Information, Advice & Guidance (CEIAG) Policy

Document Management Information

Applicable to:	All staff and pupils at The Abbey School, Faversham
Dissemination:	The document will be available to staff via the Academy's Policy Centre on the shared area of the IT system. The document will also be published and shared electronically within the school.
Training:	Careers-related CPD and guidance will be provided as appropriate, including for the Careers Leader, subject staff, pastoral staff, governors and other relevant colleagues.
Review frequency:	Annually, and sooner where statutory guidance or local arrangements change.
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School Policy Owner:	Rowland Speller - Principal / Jackie Lucas - Vice Principal / Sara Spring - Vice Principal
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V1.0	First Version Approved	30 th September 2025
V2.0	Updated for June 2026 DfE statutory guidance, updated Gatsby Benchmarks, strengthened provider access, workplace experiences, personal guidance, inclusion and impact evaluation.	September 2026

Disclaimer. This policy reflects The Abbey School's local arrangements for CEIAG. Any subsequently approved Trust-wide Careers Policy will supersede this document where applicable

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Careers Education, Information, Advice & Guidance (CEIAG) Policy

1. Vision and Intent

Our whole-school vision is to provide students with the best possible preparation for life beyond school. Careers Education, Information, Advice and Guidance (CEIAG) is central to this mission and to our commitment that every student is supported to Be the Best You Can Be.

We want every student at The Abbey School to leave with the knowledge, skills, experiences and confidence to make informed and aspirational decisions about further education, higher education, apprenticeships, technical and vocational routes, training and employment.

- Embed careers at the heart of school life, leadership and curriculum planning, linked to whole-school improvement priorities.
- Provide a stable, progressive and sequenced careers programme from Year 7 to Year 13, underpinned by clear learning outcomes.
- Ensure careers is a whole-school responsibility and that subject learning is meaningfully connected to future pathways and employment.
- Provide impartial careers information, advice and personal guidance covering the full range of academic, technical and vocational routes.
- Provide meaningful encounters with employers, employees, education and training providers and multiple meaningful experiences of workplaces.
- Use high-quality, up-to-date careers and labour market information to support informed decision-making.
- Challenge stereotypes, raise aspirations and promote equality of opportunity, with additional or different support where needed for vulnerable, disadvantaged and SEND learners.
- Engage parents and carers as partners in supporting students' career development and decision-making.
- Evaluate impact and use evidence, destinations, career-readiness data and stakeholder feedback to improve provision.

2. Statutory Requirements and Framework

This policy has been updated with regard to the Department for Education's statutory guidance, Careers guidance and access for education and training providers, updated 23 June 2026. The guidance applies to pupils in school from Year 7 to Year 13 and includes relevant provision for young people aged up to 25 with a current Education, Health and Care Plan (EHCP).

- Education Act 1997, including sections 42A, 42B, 45 and 45A.
- Education and Skills Act 2008, section 72.
- School Information (England) Regulations 2008, Schedule 4(15).
- Education (Careers Guidance in Schools) Act 2022.

- Skills and Post-16 Education Act 2022.
- DfE statutory guidance: Careers guidance and access for education and training providers (updated 23 June 2026).
- The updated Gatsby Benchmarks, introduced for implementation from the 2025-26 academic year.

The Gatsby Benchmarks are used as the school's principal improvement framework for high-quality careers guidance and support the school in meeting its statutory duties.

3. Careers Entitlement

Every student at The Abbey School is entitled to a progressive careers programme from Year 7 to Year 13. Through this programme students will:

- access impartial information and advice about the full range of education, training and employment pathways;
- use up-to-date career and labour market information during each key stage to inform decisions;
- experience careers learning through curriculum subjects and Personal Development;
- have meaningful encounters with employers and employees;
- have meaningful and varied experiences of workplaces;
- encounter sixth forms, further education colleges, universities, apprenticeship and independent training providers, as appropriate;
- receive impartial personal guidance from an appropriately trained careers adviser, including at least one meeting by age 16 and a further meeting by age 18;
- receive additional or different support where required to secure equitable access and positive transitions;
- develop the skills, knowledge, confidence and self-awareness needed to manage future transitions and careers.

4. Roles and Responsibilities

4.1 Governing Body / Local Academy Board

- Provide strategic oversight of the school's statutory careers duties and hold senior leaders to account for delivery.
- Appoint a Careers Link Governor who takes a strategic interest in careers education, guidance and employer engagement.
- Ensure the careers programme is linked to the school's strategic and development priorities.
- Ensure the Provider Access Policy Statement is compliant, published, reviewed annually and agreed with the governing body.

4.2 Principal and Senior Leadership Team

- Give explicit backing to a whole-school approach to careers.

- Ensure statutory duties are met and the careers programme is appropriately resourced.
- Support the Careers Leader with strategy, quality assurance and implementation.
- Ensure the Careers Leader has appropriate training, protected time and sufficient resources to carry out the role effectively.
- Use careers provision as a contributor to wider school improvement, Personal Development and successful transition.

4.3 Careers Leader - Head of Careers - Mrs Gemma Bevan

- Develop, lead and quality assure a progressive Y7-13 careers programme aligned to the updated Gatsby Benchmarks.
- Coordinate the planning, delivery and quality assurance of Year 10 and Year 12 work experience.
- Oversee the use of Unifrog to support careers learning, work experience, applications and destination planning.
- Ensure the programme is sequenced, underpinned by learning outcomes and tailored to student need.
- Coordinate Compass+ evaluation and termly self-reporting against the Gatsby Benchmarks.
- Use Future Skills Questionnaire, destinations and stakeholder feedback to evaluate career readiness and programme impact.
- Work with subject leaders and teachers to embed careers across the curriculum.
- Develop partnerships with employers, FE, HE, apprenticeship and independent training providers.
- Work with the SENCO, pastoral leaders, designated teacher/LAC lead and other relevant staff to provide targeted support.
- Maintain accurate records of careers activities, provider encounters, workplace experiences and personal guidance.
- Ensure systematic records are maintained of individual students' participation in the careers programme, personal guidance and agreed next steps, and that students are able to access and use these records at key transition points.
- Review the Provider Access Policy Statement annually.
- Receive and scrutinise evaluation information, Gatsby progress, destinations and identified priorities.

4.4 Assistant Principal - Personal Development / SLT Careers Lead - Mrs Alyce Le Brunn

- Provide senior strategic oversight of CEIAG and ensure alignment with Personal Development, Pupil Premium and whole-school improvement priorities.
- Support the Careers Leader with quality assurance, resourcing, curriculum integration and statutory compliance.
- Monitor provision, participation and outcomes for disadvantaged, SEND and other vulnerable learners to ensure equitable access to careers opportunities.
- Review Compass+ benchmarking, destination data, student voice and other impact measures with the Careers Leader to identify priorities for improvement.
- Report significant developments, impact and priorities to SLT and the Local Academy Board.
- Champion high aspirations and equitable access to further education, higher education, apprenticeships, technical pathways and employment.

4.5 Careers Support Officer - Shelley Priestley

- Coordinate careers events, employer engagement and workplace experiences.
- Support targeted interventions and transitions for vulnerable learners.
- Support careers systems, records, communications and online resources.
- Support the administration and coordination of Year 10 and Year 12 work experience, including communication with students, families and employers and the maintenance of accurate placement records.

4.6 Subject Leaders, Teachers and Pastoral Staff

- Treat careers as a whole-school responsibility.
- Every year, in every subject, provide opportunities for pupils to understand how subject knowledge and skills relate to a wide range of careers.
- Highlight relevant progression routes and challenge stereotypes.
- Support students to connect curriculum learning, employability skills and future choices.
- Participate in appropriate careers-related professional development.

5. Our Careers Programme

The Abbey School Careers Programme is structured around the updated Gatsby Benchmarks and mapped progressively across Years 7-13. It is delivered through Personal Development, curriculum learning, tutor/form time, assemblies, dedicated careers learning, employer and provider encounters, workplace experiences, careers events, visits and personal guidance.

- Unifrog and other appropriate digital careers tools.
- Careers and employability learning through Personal Development and tutor/form time.
- Careers learning embedded within curriculum subjects.
- Assemblies, employer talks, alumni engagement and industry-specific activities.
- Careers fairs, The Big Interview, mock interviews, CV and application workshops.
- Work experience and other meaningful workplace experiences.
- Visits and encounters with FE, HE, apprenticeship and independent training providers.
- Current Labour Market Information (LMI) and pathway information.
- Personal guidance and targeted interventions.
- Transition, application, finance and employability support in Key Stage 5.

5.1 Careers and Labour Market Information

During each key stage, all students will access and use good-quality, up-to-date information about careers, pathways, study options and labour market opportunities. Parents and carers will be encouraged and supported to use this information when helping students make decisions. SEND learners and their families may receive different or additional information where appropriate.

5.2 Careers Across the Curriculum

Careers learning is a whole-school responsibility. Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject support entry to, and effectiveness within, a wide range of careers. Subject areas will identify relevant progression routes, careers links and opportunities to engage with employers or industry where appropriate.

5.3 Employer Encounters

Students will have multiple meaningful opportunities to learn from employers and employees. Encounters will be progressive and, where possible, linked to curriculum learning, student interests, local and national labour market opportunities and future pathways.

5.4 Experiences of Workplaces

Every pupil will have meaningful first-hand experiences of workplaces. By age 16, pupils will have had multiple meaningful workplace experiences and, by age 18, every pupil will have had at least one further meaningful experience. From September 2026, the school will continue to develop and reform its workplace experience programme in line with DfE guidance, working towards two weeks' worth of meaningful work experience by the end of Key Stage 4. This will include multiple, varied and meaningful employer-led workplace experiences during Years 7-9 and meaningful, in-person and immersive work experience placement(s) during Years 10-11. The school's established Year 10 and Year 12 work experience remains central to this entitlement, supplemented by other meaningful workplace experiences, employer visits, projects, insight activities and work-related learning where appropriate.

5.4.1 Work Experience 2026/27

Year 10 and Year 12 students will undertake Work Experience from Monday 28th June to Friday 2nd July 2027.

Students are encouraged and supported to identify placements that reflect their interests, aspirations and potential future pathways. Placements are managed through Unifrog and are subject to appropriate health and safety and safeguarding checks prior to approval.

The programme will be launched to Year 10 and Year 12 students during the autumn term, with information and guidance provided to parents and carers. Students will be supported throughout the placement process, with additional targeted support available for those who experience barriers to securing an appropriate placement.

To ensure workplace experiences are meaningful, students will be prepared in advance, have opportunities for purposeful interaction with employers and the workplace, receive appropriate feedback where applicable, and reflect afterwards on the knowledge, skills and insights they have gained.

Work experience will be evaluated through student, employer and staff feedback and will contribute to the school's wider evaluation of careers readiness and Gatsby Benchmark 6.

5.5. Encounters with Further and Higher Education and Training Providers

Students will encounter the full range of learning opportunities, including sixth forms, colleges, universities, apprenticeships and independent training providers. By age 16, every learner should have meaningful encounters with providers representing the full range of learning opportunities. By age 18,

learners considering higher education should have had at least two visits to higher education providers to meet staff and learners.

5.6. Personal Guidance

Every learner will have opportunities for personal guidance with an appropriately trained careers adviser, who may be internal or external. Guidance will be impartial, tailored to the individual and available when significant study or career choices are being made.

- Every learner should have at least one personal guidance meeting by age 16.
- Every learner should have a further personal guidance meeting by age 18.
- Additional guidance will be prioritised according to individual need and key transition points.
- Information about how to access personal guidance will be communicated to students, parents and carers.

6. Inclusion, SEND, Disadvantage and Vulnerable Learners

The Abbey School is committed to ensuring that every student can benefit meaningfully from the careers programme. Provision will be personalised where necessary and participation and outcomes will be monitored to identify and address gaps. In line with the school's Pupil Premium Strategy, participation in careers activities, personal guidance, workplace experiences and destination outcomes will be monitored for disadvantaged students. Where gaps in participation, aspiration or progression are identified, targeted support and additional opportunities will be provided. Particular attention will be given where disadvantage intersects with SEND or other barriers to successful progression.

- SEND students will receive personalised careers and transition support through joint planning between the Careers Leader, SENCO, pastoral staff, families and relevant external agencies.
- Where appropriate this may include additional provider visits, adapted careers information, tailored workplace experiences and supported transition planning.
- Particular attention will be paid to students who are disadvantaged, have SEND, are care-experienced, young carers, persistently or severely absent, at risk of NEET or otherwise identified as requiring additional or different support.

The school will maintain high aspirations for learners with SEND and ensure appropriate careers guidance for learners with a current EHCP in line with statutory requirements.

7. Parent and Carer Engagement

Parents and carers are important partners in career development. The school will engage them throughout the careers programme through accessible information, events, options and transition support, LMI and pathway information, website resources, Unifrog where appropriate, and opportunities to provide feedback. Parents and carers will be supported to understand academic, technical, vocational, apprenticeship and employment routes.

8. Provider Access Legislation (PAL)

The governing body must ensure that pupils in Years 8-13 receive at least six encounters with providers of technical education or apprenticeships. The school will meet the statutory timing requirements for these encounters.

- Two mandatory encounters for all pupils: at any time in Year 8 or between 1 September and 28 February in Year 9.
- Two mandatory encounters for all pupils: at any time in Year 10 or between 1 September and 28 February in Year 11.
- Two further encounters for pupils in Years 12-13 in accordance with the statutory provider-access requirements and the needs of the cohort.

During provider encounters, providers should explain who they are, the approved technical education qualifications or apprenticeships they offer, the careers these routes may lead to, what learning or training with the provider is like, and answer pupils' questions.

8.1. Requests for Access

Providers wishing to request access should contact the Head of Careers. Requests should include the proposed audience, aims, content, preferred timing, staffing and any premises or technology requirements.

8.2. Grounds for Granting or Refusing Requests

Requests will normally be granted where they support statutory entitlement, are age-appropriate, impartial, safe, practical within the school timetable and contribute to a balanced representation of technical education and apprenticeship opportunities. Requests may be refused or an alternative offered where there are safeguarding concerns, unsuitable or inaccurate content, significant duplication, insufficient notice, unavoidable timetable or premises constraints, or where the proposed activity would not meet the needs of the intended cohort.

8.3. Premises, Facilities and Timing

Appropriate spaces such as classrooms, the canteen or main hall may be made available, with IT facilities where agreed in advance. Access may be arranged through assemblies, Personal Development/tutor sessions, careers fairs, workshops, curriculum activities, options/transition events and other scheduled careers activities. Exact dates and times will be agreed with the Careers Leader and published through the school's careers programme where appropriate.

8.4. Safeguarding

All visiting providers and employers are subject to The Abbey School's safeguarding, visitor and site procedures. The school retains responsibility for the safeguarding and suitability of activities delivered on site.

9. Website and Publication Requirements

The school will publish and maintain careers information on its website so that students, parents and carers, staff, employers and providers can understand and access the programme. This will include:

- a summary of the careers programme;

- details of how students, parents/carers, teachers and employers can access information about the programme;
- the name and contact details of the Careers Leader;
- how the school measures and assesses the programme's impact on learners;
- the date by which the published careers information will be reviewed;
- the Provider Access Policy Statement.

10. Measuring and Assessing Impact, Monitoring and Evaluation

The Abbey School will quality assure and continuously improve its CEIAG programme through:

- termly self-reporting against the updated Gatsby Benchmarks using Compass+;
- Future Skills Questionnaire data to assess career readiness and identify where additional support is needed;
- student voice and evaluation of careers learning and events;
- regular feedback from parents/carers, teachers, careers advisers, employers and providers;
- analysis of participation in key careers activities and personal guidance;
- intended, actual and, where available, sustained destination data;
- analysis of participation, completion and impact of workplace experiences, including student reflection and employer feedback, with participation and outcomes monitored for disadvantaged, SEND and other identified vulnerable students;
- annual review by the Careers Leader and strategic oversight by SLT and the Careers Link Governor;
- use of the Careers Impact System/internal leadership review as part of continuous improvement;
- using evaluation findings to inform the School Improvement Plan and future careers programme.

11. Links to other policies

- Child Protection and Safeguarding Policy
- Curriculum Policy
- Equality and Diversity Policy
- SEND Policy
- Personal Development / RSHE Policy
- Educational Visits and Work Experience procedures
- Provider Access Policy Statement (within this policy)

Appendix 1 - Updated Gatsby Benchmarks and The Abbey School

Gatsby Benchmark	Updated expectation	How The Abbey School meets it
1. A Stable Careers Programme	A stable, structured and embedded programme, backed by governors and leaders, linked to school development, sequenced, underpinned by learning outcomes and understood by learners, parents, staff and employers.	Y7-13 careers learning journey; SLT and governor oversight; careers website; Unifrog; annual programme review; parent/carer engagement; Compass+ and Careers Impact review.

2. Learning from Career and Labour Market Information	All learners and those supporting them access and use high-quality, current information about careers, pathways and labour market opportunities.	LMI through Unifrog, curriculum/PD, careers events, provider information and parent communications; additional or adapted information for SEND where needed.
3. Addressing the Needs of Each Pupil	Careers provision is personalised, challenges stereotypes and pays particular attention to vulnerable, disadvantaged and SEND learners.	Targeted guidance; SEND transition planning; vulnerable learner support; participation and destination analysis; tailored encounters and workplace experiences.
4. Linking Curriculum Learning to Careers	Every year, in every subject, every pupil has opportunities to connect subject knowledge and skills with a wide range of careers.	Subject careers links, curriculum displays/resources, staff CPD, employer/industry links and curriculum careers activities.
5. Encounters with Employers and Employees	Learners have multiple meaningful opportunities to learn from employers and employees.	Annual Careers Fair, employer talks, alumni, The Big Interview, mentoring, workplace visits, industry events and curriculum-linked encounters.
6. Experiences of Workplaces	By 16 pupils have multiple meaningful workplace experiences and by 18 at least one further meaningful experience.	Year 10 and Year 12 Work Experience; multiple, varied and meaningful employer-led workplace experiences across Years 7-9; employer visits, workplace insight and work-related learning; programme developing towards two weeks' worth of meaningful work experience by the end of Key Stage 4.
7. Encounters with Further and Higher Education	Learners understand the full range of academic, technical and vocational opportunities, including sixth forms, FE, HE and ITPs.	Provider encounters, FE/HE visits, apprenticeship events, Post-16/18 pathways activity, university visits and at least two HE visits for learners considering HE by 18.
8. Personal Guidance	Every learner has access to appropriately trained, impartial personal guidance at significant decision points, including at least one meeting by 16 and a further meeting by 18.	Planned personal guidance, prioritised support at transition points, records maintained and follow-up integrated into the wider careers programme.

Appendix 2 - The Abbey School Careers Programme Overview (Y7-13)

Year 7

- Introduction to My Future: interests, strengths and aspirations.
- Be the Best You Can Be careers and aspiration learning through Personal Development.
- Unifrog baseline profile and careers exploration.
- Employer/alumni role models and early workplace/careers encounters.
- Introduction to career and labour market information.

Year 8

- Employability skills and workplace behaviours.
- Careers links through curriculum subjects.
- Local employer and LMI encounters.

- First statutory technical/apprenticeship provider encounters as appropriate.
- Options preparation and exploration of the full range of future pathways.

Year 9

- Careers in the Curriculum activity and subject/pathway links.
- Guided options support with parents/carers and teachers.
- Apprenticeship, technical education and college encounters.
- Unifrog Careers Library exploration and goal-setting.
- Further meaningful employer/workplace experiences.

Year 10

- Work Experience.
- Mock interviews, CV and employability workshops.
- The Big Interview and employer encounters.
- Post-16 pathway learning, including academic, technical, vocational and apprenticeship routes.
- Personal guidance according to need and preparation for Year 11 decisions.

Year 11

- Personal guidance, ensuring entitlement to at least one meeting by age 16.
- Post-16 open events, provider encounters and apprenticeship sessions.
- Destination tracking and application support through Unifrog.
- Life skills, employability and transition learning.
- Targeted support for students at risk of unsuccessful transition or NEET.

Year 12

- Work Experience and further meaningful workplace experience.
- Higher Education, apprenticeship and training provider encounters.
- Personal statement, CV and application workshops.
- Mentoring, networking and employer engagement.
- Personal guidance and exploration of post-18 academic, technical, apprenticeship and employment routes.

Year 13

- University, employment, apprenticeship and training application support.
- Further personal guidance, ensuring entitlement to a further meeting by age 18.
- Transition, finance and independent-living/employability preparation.
- HE visits for students considering higher education, building towards at least two visits by 18.
- Leavers' destination survey, destination tracking and alumni connections.

Appendix 3 - Provider Access Policy Statement

The arrangements in Section 8 constitute The Abbey School's Provider Access Policy Statement. It will be reviewed annually by the Careers Leader and agreed through the school's governance arrangements. Providers should contact the Head of Careers using the contact details published on the school website to discuss access.